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Mr. Brawley has prepared an illuminating account¹ of the coming of the negro to this continent and his influence on political and social life since his arrival. The book is in no sense of the word a plea for the negro; nor is it, on the other hand, weakened by evasions of the major problems that arise in society and education. It is a frank discussion of all of these matters. There are chapters on the beginnings of slavery in the colonies and the later periods which led to the War of the Rebellion. There is a description of the missionary endeavors that have been undertaken to improve the negro, and a full chapter is given to a description of Hampton Institute and the Tuskegee idea. Present conditions are discussed in such chapters as "The Negro Church," "Self-Help in Negro Education," "Literature and Art," and "Social and Economic Progress."

The book can be recommended to those who are interested in a full and impartial account of one of America's gravest social problems.

Measurement of school products.—Three bulletins have recently come to hand which show that the measurement movement in schools is going forward steadily through the efforts of administrators who are dealing every day with the ordinary problems of school organization. Measurement is no longer in the laboratory stage, as these documents indicate, but is a useful instrument employed in all parts of the country for routine school work.

The first is *Bulletin No. 3*, issued by the schools of Wichita, Kansas.² It summarizes measurements in geography, arithmetic, spelling, reading, and history. There is also a section devoted to general intelligence tests. The bulletin makes comparisons which will be useful in the schools themselves and will help to establish standards for a nation-wide use of this sort of material.

The second is a bulletin³ from the public schools of Pittsburgh and deals entirely with handwriting. The familiar facts of overlapping in the different grades and of variability are once more brought out by these measurements. The Ayres scale is reproduced in a much reduced size. This is doubtful wisdom except as a mere exposition of the material. It has appeared in all uses of the handwriting scales that they must be shown in the same colored ink and in exactly the same surroundings in which the writing was originally graded or else the judgments by the scale will be greatly distorted. It is much better to refer readers to the scale itself than to attempt to show the quality of writing represented by the different levels in the scale through this type of reproduction.

The third is a report⁴ issued in Pinellas County, Florida. The report gives in the first few pages an account of school buildings in the county and also an account of progress in the curriculum of the schools; the last part is devoted to a graphic

¹ BENJAMIN BRAWLEY, *A Short History of the American Negro*. New York: Macmillan Co., 1919 * Pp. xvii+280. \$2.00.

² "Measurements in the Wichita Schools," *Bulletin No. 3*. Wichita, Kansas: Wichita Public Schools, 1919. Pp. 27.

³ "Writing Test," *Research and Measurement Bulletin No. 3*. Pittsburgh, Pennsylvania: Pittsburgh Public Schools, 1918. Pp. 31.

⁴ "Pinellas County Public Schools, 1912-19," *Report of the Board of Public Instruction of Pinellas County, Florida*. Pp. 87.

representation of the standing of these schools in various matters that can be tested. At the end of the pamphlet there is a financial report for the county. The report itself is a very striking example of the use of graphs and scientific material in a routine report.

Lesson plans.—A paper-bound volume¹ of about one hundred pages makes available a series of lesson plans in English, arithmetic, and geography which originally appeared in the *Atlantic Educational Journal* and were used by the editor and Professor Hall and Professor Mead in the University of Cincinnati and in Columbia University. These lesson plans will be found very useful by teachers who are interested in working out projects for their students and organizing them as type studies.

A course of study for elementary schools.—The school system of Duluth has published in great detail in a number of elaborate volumes the curriculum of its elementary schools.² Much of the material which is presented will be familiar to teachers of other school systems, but there are suggestions which are entirely original.

One general criticism which can be made of the courses is their elaboration along lines that have been treated in recent literature as undesirable. For example, in the volume on arithmetic, not only is there work given for the seventh and eighth grades, but the ninth grade is included also, and that in terms that would indicate that the work of the lower grades is not as successful as it should be. Thus, when we come to grade 9B, we are told in the introduction that "One-third of the time allotment for arithmetic in this grade should be given to intensive drill work in rapid calculation." If there is anything that ought not to be done in the ninth grade, it is to devote one-third of anybody's time to going over once more drill in the fundamental operations of arithmetic. Anyone who in later life needs to become an expert adder can follow one of two courses. He can either save up the necessary money and invest in an adding machine or by very little practice develop a degree of expertness in adding which will serve any purpose that his natural capacities will allow him to serve. Even if he spends one-third of the time in the ninth grade developing speed in addition and subtraction, he will forget it during the next summer vacation and he ought to.

The point which can be made, therefore, in reviewing a large undertaking such as that which appears in these Duluth volumes, is that there is grave danger that a course of study so minutely worked out will obstruct individual teachers of originality who want to break away from the traditional curriculum. On the other hand, such a volume as that on drawing and industrial art ought probably to be commended in terms quite as emphatic as those which have been used in the condemnation of ninth-grade arithmetic. The field of art is so little worked out that a body of stimulating suggestions such as those presented in this volume will be very useful to local teachers and to teachers in other parts of the country.

¹ *Lesson Plans in English, Arithmetic and Geography for Grades Fourth to Eighth.* Edited by Alice Cynthia King Hall. Baltimore: Warwick & York, Inc., 1919. Pp. 92.

² *Arithmetic; Drawing and Industrial Art; English; Geography, History and Nature Study; Music and Physical Education.* Duluth, Minnesota: Duluth Public Schools, 1919.